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ABSTRACT

This 1995 report presents information on the progress that Tennessee has made toward its 26 educational objectives for preschool through graduate education. It examines the following four areas: (1) the extent of duplication in elementary-secondary and postsecondary education; (2) the extent to which high-school graduation requirements are compatible with postsecondary institutions' admission requirements; (3) the extent to which the master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled; and (4) the extent to which state needs in public education are being met. Findings indicate that Tennessee public education has not met its goals for significantly increasing the enrollment of at-risk students in early childhood education, reducing the dropout rate to 10 percent; or developing a comprehensive professional-development system. The state has, however, increased the promotion rate of elementary students, increased enrollment in mathematics courses, increased the rate of African-Americans enrolled at institutions of higher education, developed technological- and professional-development programs for K-12 education, and increased the number of school-business-community partnerships. Appendices contain Tennessee's high school graduation requirements, performance goals and standards, the master plan for higher education, and a copy of Tennessee Challenge 2000. (LMI)

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ED 383 096

EDUCATING ALL OF TENNESSEE'S STUDENTS

The Annual Joint Report on Preschool Through Graduate Education in Tennessee

The Tennessee Higher Education Commission
and
The Tennessee State Board of Education

1995

EA 026 753

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EDUCATING ALL OF TENNESSEE'S STUDENTS

The Tennessee Higher Education Commission
and
The Tennessee State Board of Education

1995

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INTRODUCTION

As Tennessee works to accomplish its education goals for the 21st century, strong partnerships at all levels of education are increasingly important. This annual report, *Educating All of Tennessee's Students*, focuses on the works of the State Board of Education and the Tennessee Higher Education Commission.

The State Board of Education and the Tennessee Higher Education Commission are the state governing boards for K-12 and higher education. Together with the state's two public higher education systems and the 139 local public school systems, these two governing boards establish policies and long range plans for the operation of public education.

On an organizational level, the executive directors for the two boards each serve as an ex-officio member of the other's board. Each year the Board and the Commission meet in a joint session to discuss areas of mutual concern.

The Board and the Commission have legislative mandates and governance policies which create a number of connections for policy development and program planning at the state and local level. This cooperative spirit has placed Tennessee in the forefront of education reform.

That education is an essential element of economic survival and improved quality of life for the state's citizens is clearly supported by political, business, and civic leaders in Tennessee. Tennessee must make available an education system which reaches all its citizens, improves their potential for success and enhances their ability to resolve the complex demands and problems of the next century.

The Board and the Commission affirm their resolve to provide the necessary public policy leadership to attain the goals of their respective master plans for public schools and higher education institutions. Both stand ready to support the Governor and the General Assembly in their efforts to develop and sustain quality education at every level in the state.

A Spirit Of Cooperation:
Charting Tennessee's Education Course

This annual report, *Educating All of Tennessee's Students*, complies with the requirements established in the *Public Education Governance Reform Act* of 1984. The act directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and the General Assembly, all public schools, and institutions of higher learning and their respective boards. The report is to include, but not be limited to, a discussion of the following four areas:

- The extent of duplication in elementary-secondary and postsecondary education
- The extent high school graduation requirements are compatible with the admission requirements of postsecondary institutions
- The extent the respective master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled
- The extent state needs in public education are being met as determined by such Board and Commission

- **The extent of duplication in elementary-secondary and postsecondary education:**

  Both the Board and the Commission have developed master plans to guide policy development and resource allocation in public education. The plans, while comprehensive, have sharpened the focus of pre-kindergarten through grade twelve education and higher education and have minimized duplication. Both plans target a program of continuous learning from pre-kindergarten through higher education.

- **The extent high school graduation requirements are compatible with the admission requirements of postsecondary institutions:**

  The requirements are now compatible.

  A new *High School Policy* dedicated to preparing all students for success in work and postsecondary study was adopted by the Board in 1993. The policy is consistent with the requirements of the *Education Improvement Act (EIA)*.

The new policy sets new graduation requirements for all students, establishes a core curriculum, and provides for two study paths - university and technical preparation. Beginning in September 1994 all students entering ninth grade must have a four-year study plan which will guide the student through a challenging, meaningful program of study. The four-year plan will be reviewed annually.

All students must study a core curriculum - 14 units covering English (4), mathematics (3), science (3), social studies (3), and lifetime wellness (1). The high school graduation requirements exceed university admission requirements in the areas of science, social studies, and wellness, but are consistent with current thinking regarding preparation of students for lifelong learning, the workplace, and responsible citizenship.

All students will study either the university or technical path. A student may change from path to path. It is possible to study both paths. University path students will complete the core curriculum and other courses (including two units of the same foreign language and one unit of fine arts) required for admission to Tennessee's public colleges and universities. Technical path students will complete the core curriculum and four units focused in a particular technical area; they will also have the opportunity to participate in a Tech-Prep program ensuring a smooth transition to technical training in a postsecondary institution.

Tennessee high school graduation requirements under the new *High School Policy* are shown in Appendix A. High school course requirements for regular undergraduate admission are shown in Appendix B.

- **The extent the respective master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled:**

Both the Board and the Commission maintain master plans.

The Board's *Master Plan*, revised annually, targets nine key result areas: early childhood education, primary and middle grades education, high school education, technology, professional development and teacher education, accountability and assessment, school leadership and school-based decision making, school safety, and funding.

For each key result area the Board has stated a goal, identified strategies for achieving the goal, listed progress indicators, and indicated additional costs. The key result areas and associated goals are listed in Appendix C.

The Board's *Master Plan* emphasizes what must be accomplished to fulfill the promise of the *EIA*. An important aspect of the *EIA* is the establishment of performance goals for schools and school systems. The Board has identified four

goals to be accomplished by the year 2000. Those goals and the progress made to date are shown in Appendix D. Schools which have achieved the goals received incentive grants in October 1994. Beginning in October 1995, upon the recommendation of the Commissioner of Education and the approval of the State Board of Education, school systems which fail to make adequate progress toward the goals may be placed on probation.

A comprehensive analysis of the progress being made in Tennessee schools is included in the *Annual Report on Student, Teacher and School Performance* prepared by the Board and the Commissioner of Education.

The Commission's *Master Plan*, revised every five years, is a strategic plan which proposes to serve Tennessee's student population, serve the schools of Tennessee, help the state realize its economic potential, continue and expand quality initiatives, improve institutional efficiency, and use technology to serve Tennessee. The executive summary of the plan is shown in Appendix E. Currently a task force is developing a new five-year plan.

In the report *Tennessee Challenge 2000*, the Commission adopted goals to be achieved by the year 2000. The goals address improving enrollment and access, improving the quality of instruction and assessment, preparing effective teachers for the public schools, improving the quality and quantity of research and public service, recruiting high quality faculty, and improving funding. The goals are listed in Appendix F.

In addition to these individual efforts, the Board and Commission have jointly identified 26 objectives for education from pre-kindergarten through higher education. Progress in meeting these objectives is reported in the section following this discussion.

- **The extent state needs in public education are being met as determined by such Board and Commission:**

Determining the needs of public education in Tennessee is an important statutory responsibility of the Board and the Commission. The Board does this annually by submitting its *Funding Needs Report* to the Governor and General Assembly. The Commission does this in its annual appropriations request.

The Board's analysis of funding needs (and the extent to which state needs in public education are being met) is based upon its review of performance (as contained in the *Annual Report on Student, Teacher and School Performance*) and upon the goals and strategies identified in the Board's *Master Plan*. Since 1988, the Board's *Master Plan* has identified the need for a funding formula that provides adequate and equitable funding for Tennessee's school systems. In the *EIA*, the

General Assembly provided for the Basic Education Program (BEP) funding formula based on actual costs. The formula, based on actual costs, provides for costs to be shared by state and local governments. The BEP is to be fully funded by 1997-98. In the current year, 1994-95, the state share is 88% of full funding.

After studying alternatives for 2 1/2 years, the Commission adopted a new funding formula for higher education in 1994. A task force composed of representatives from the University of Tennessee, Tennessee Board of Regents, and the Commission recommended the new approach to funding the system. The new approach is designed to address needs by distributing dollars through a fair and equitable methodology. The Commission's FY95-96 appropriations recommendation to the Governor and General Assembly implemented the new model.

The task force will meet on an annual basis to address necessary revisions and changes.

In addition, Tennessee higher education was the first system in the country to fund institutions based on performance indicators. The performance funding model was first implemented in the early 1980s. It is revised every five years and continues to be utilized in funding higher education.

CONTINUOUS IMPROVEMENT: OUR PROGRESS TOWARDS 26 EDUCATION OBJECTIVES

In 1991 the State Board of Education and the Tennessee Higher Education Commission identified 26 objectives for the state's education system which were critical to the future of all Tennesseans. The following pages contain data measuring the progress for each objective. In many areas, we have made significant progress; in some areas we have not done as well.

OUR PROGRESS:
PRESCHOOL THROUGH HIGH SCHOOL

1. Increase to 100% the three and four-year old at-risk children and their families enrolled in comprehensive early childhood education and parent involvement programs.

Three and Four-Year-Old At-Risk Children
(Estimates, 1994)

At-Risk Children	45,000
Enrolled in Head Start	13,500
Enrolled in Other Programs	19,500
Remaining to be Served	12,000

2. Increase the promotion rate of elementary students.

Students Promoted
(1990-1994)

Grade	1989-90	1990-91	1991-92	1992-93	1993-94
K-8	95.3	95.6	95.8	96.1	96.1

Promotion Rates by Grade Level
(1993-1994)

Grade	1992-93	1993-94
Kindergarten	96.3	96.1
First	93.2	93.6
Second	97.6	97.5
Third	98.2	98.1
Fourth	98.5	98.5
Fifth	97.9	98.2
Sixth	97.5	97.2
Seventh	91.6	92.0
Eighth	94.0	93.5

The average k-8 promotion rate for 1993-94 was 96.1%; an increase of .8 percentage points since 1989-90.

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3. Increase the achievement levels of students on both the Tennessee Comprehensive Assessment Program (TCAP) and the TCAP Proficiency Test.

Student Performance on TCAP

In the five administrations of the TCAP Achievement Test, Tennessee students as a group have scored at or above the 50th percentile on 98% of the norm referenced subtests in reading, language, math, science and social studies. Mastery of the Tennessee curriculum in mathematics and language, as measured by the criterion portion of the test, is especially high in second and third grades and varies somewhat in grades 4 through 8. For a complete discussion of the TCAP scores, see the *1995 Annual Report on Student, Teacher and School Performance*.

Tennessee Value-Added Assessment System (TVAAS), a new concept in measuring student achievement over time, was initiated in 1993. Using the TCAP test scores, value-added assessment measures the progress or academic gain made each year by students in grades 3-8.

Schools Exceeding National Norm Gains for the TVAAS (1993-1994, %)

	1993	1994
Language	62.8	56.1
Reading	51.2	60.3
Social Studies	35.5	34.9
Mathematics	32.0	36.0
Science	31.4	44.8

Ninth Grade Students Passing the Mathematics and Language Arts Portions of the TCAP Proficiency Test (1991-1994, %)

Year	Mathematics	Language Arts
1990-91	91	86
1991-92	86	82
1992-93	85	83
1993-94	86	80

4. A dropout rate of no more than 10% for grades 9-12.

Ninth Grade Students Dropping Out Before the End of Twelfth Grade (1991-1994)

Year	4-Year Rate (%)
1990-91	23.0
1991-92	20.4
1992-93	17.9
1993-94	17.4

5. Increase the number of high school students enrolled in algebra, geometry and advanced mathematics.

High School Enrollment in Mathematics Courses (1990 - 1994)

	1989-90	1990-91	1991-92	1992-93	1993-94
Algebra I	48,800	49,050	50,900	49,250	50,250*
Algebra II	29,850	31,250	30,800	31,900	34,550
Geometry	31,800	32,000	32,900	34,500	36,500
Advanced Math	13,850	14,950	16,100	15,650	15,550
Total	124,300	127,250	130,700	131,300	136,850

* An additional 7,532 students enrolled in Algebra I in grade 8.

6. Increase the number of high school students who complete advanced placement examinations and score 3 or above.

Advanced Placement Candidates (1992 - 1994)

	1992	1993	1994
Students Taking Exams	5,571	6,104	6,779
Exams Taken	8,475	9,092	10,317
Number of Exams with scores of 3 to 5	5,650	6,001	6,845
% Tenn. Exams with scores of 3 to 5	67	66	66
% National Exams with scores of 3 to 5	66	64	66

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7. Increase the percentage of high school graduates completing the ACT core curriculum.

Tennessee Students Completing the ACT Core Curriculum
(1990-1994)

	1990	1991	1992	1993	1994
Students Taking ACT	30,423	30,210	31,245	31,064	30,886
% Completing Core Curriculum	36	39	40	43	48

8. Increase the average ACT scores of Tennessee high school graduates.

Average ACT Scores
(1991-1994)

Content Area	1991	1992	1993	1994
English	20.2	20.2	20.1	20.1
Mathematics	19.1	19.3	19.4	19.3
Reading	20.8	20.8	20.7	20.7
Science Reasoning	19.9	19.9	20.0	20.1
Composite	20.1	20.2	20.2	20.2

Average ACT Composite for Freshmen
Public Higher Education Institutions
(1990 - 1993)

	1990	1991	1992	1993
Overall	19.94	19.71	19.92	19.22
Two-Year Institutions	18.02	17.80	17.89	17.92
Universities	21.28	21.26	21.37	21.24

OUR PROGRESS:
HIGHER EDUCATION

9. Increase the number of public high school graduates who go on to public postsecondary education in Tennessee.

Enrollment of Recent Public High School Graduates in Tennessee Public Higher Education Institutions (1992 - 1994)

	1992	1993	1994
High School Graduates	42,678	42,003	42,334
First-time Freshmen	17,507	17,413	17,181
% of High School Graduates	41.0	41.5	40.6

10. Improve the participation rate in postsecondary education from all geographic areas of the state.

Degrees (Certificate through Doctorate)Awarded at Public Higher Education Institutions (By Geographic Permanent Address of Candidate, 1990 - 1994)

	1989-90	1990-91	1991-92	1992-93	1993-94
West Tennessee	4,743	4,904	5,421	5,639	5,829
Middle Tennessee	5,573	5,831	5,972	6,415	6,532
East Tennessee	5,929	6,252	6,902	7,479	7,891
Upper East Tennessee	1,799	1,785	1,947	2,218	2,263

11. Decrease the percentage of recent high school graduates needing remedial courses at the public postsecondary education level.

First-time Freshman (age 20 and under) Requiring Remedial/Developmental Courses (1990 - 1994, %)

Term	Percent
Fall 1990	47.1
Fall 1991	50.8
Fall 1992	49.7
Fall 1993	47.9
Fall 1994	47.4

12. Increase enrollment in graduate and professional programs in accordance with state and national needs.

Public Higher Education
Graduate and Professional School Enrollment by Field of Study
(1991 - 1994)

	1991	1992	1993	1994
Allied Health and Medical	2,362	2,586	2,730	2,777
Business	2,180	2,181	2,304	2,380
Computer Science and Engineering	1,782	1,855	1,879	1,854
Education	4,104	4,315	4,627	4,677
Law	879	870	897	916
Mathematics and Science	1,267	1,314	1,392	1,463
Other	7,362	7,862	8,343	8,405
Total	20,105	20,835	22,172	22,472

13. Increase the enrollment rate of African-American students at Tennessee public higher education institutions.

African-American Enrollment in Public Higher Education
(1990 - 1994)

Year	Students	% Total Enrollment
Fall 1990	23,441	13.4
Fall 1991	25,869	14.1
Fall 1992	27,687	14.5
Fall 1993	28,424	14.7
Fall 1994	28,763	15.1

14. Increase the graduation rate of full-time degree-seeking college students.

Persistence to Graduation:
Full-Time Degree Seeking Students
(1991 - 1994)

43.1% of first-time, full-time freshmen in 1985 graduated by 1991
42.9% of first-time, full-time freshmen in 1986 graduated by 1992
43.3% of first-time, full-time freshmen in 1987 graduated by 1993
44.5% of first-time, full-time freshmen in 1988 graduated by 1994

15. Increase number of successful graduates from Tennessee teacher education programs.

Candidates Successfully Completing Tennessee Teacher Education Programs
(1990 - 1994)

Year	Graduates
1989-90	2,466
1990-91	2,429
1991-92	2,862
1992-93	2,848
1993-94	2,613

16. Increase the test performance and evaluation results of teacher candidates and beginning teachers.

NTE Examination Results of Teacher Candidates
(1989 - 1994)

Year	% Passing Core Battery
1988-89	95
1989-90	96
1990-91	95
1991-92	93
1992-93	92
1993-94	95

17. Increase the percentage of minority candidates entering the teaching profession.

African-American Teachers in Public Schools
(1990 - 1994,%)

	1989-90	1990-91	1991-92	1992-93	1993-94
First Time Licensed	7.0	6.6	6.3	7.7	6.5
Newly Hired	7.5	7.3	7.6	8.1	8.6
Total Teachers	N/A	10.9	11.2	11.2	11.2
Black Students in School	N/A	22.5	22.5	22.6	22.9

OUR PROGRESS: ADULT LITERACY

18. Increase the number of adults served in adult literacy programs and who progress from one level of literacy to another.

Adult Literacy Programs: Enrollment and Completion
(Estimates, 1991 - 1994)

	1990-91	1991-92	1992-93	1993-94
Total Enrollment	9,556	58,896	57,310	55,324
Complete Basic Literacy Programs Skills up to Grade 6	1,471	5,224	5,279	4,658
Complete Basic Education Level Two Skills up to Grade 9	5,491	6,767	5,646	6,288
Complete GED Skills up to Grade 12 432	2,719	3,257	5,795	5,178

19. A 25% increase in those who receive GED credentials.

GED Enrollment/Completion
(1990 - 1993)

	1990	1991	1992	1993
GED Test Takers	16,360	18,757	19,443	18,977
GED Completers	9,953	11,759	11,697	11,380
%	60.8	62.7	60.2	60.0

Percentage increase in completers 1990 to 1993 = 14.3%

OUR PROGRESS: TECHNOLOGY

20. A statewide technology network in place to serve the teaching, learning, and management needs of schools, institutions, and state agencies.

21st Century Technology Program

Twenty-first century classrooms: 4,142 classrooms approved
Teacher training: 3,290 teachers trained to date
Preservice training in technology for teacher candidates: 1995-96
Internet telecommunications for each school: 1994-95
Tennessee Education Network management information system: 1995-96
SBE Technology Advisory Group: Long Range Plan

21. Increase the use of state-of-the-art technology and effective instructional strategies in every public school and college classroom supported by a comprehensive professional development system for faculty and administrators.

Although a number of staff training efforts for K-12 personnel are in place, a comprehensive professional development system at the state, school, and institution level is needed. Additional professional development funding and planning is needed to support effective instructional practices and expand the use of technology by both preK-12 and college faculty and administrators.

The State Department of Education provided the following professional development activities for K-12 teachers and administrators during 1993-94:

- Multi-age elementary workshops
- K-12 mathematics summer workshop
- Tennessee Arts Academy
- Tennessee Educational Technology Conference
- Governor's Academy for Teachers of Writing
- Governor's Academy for Teachers of Foreign Language
- Special Education Institutes
- Skills Enhancement: Cooperative Learning
- Skills Enhancement: The Teaching Process
- Partnerships to Assist School Success
- Tennessee Academy for Principals-Administrators
- Tennessee Executive Development Program
- Vocational Education Summer Conference
- Technology training for teachers

Dwight D. Eisenhower Mathematics and Science Program
K-12 Teacher Training
(1992 - 1995)

	1991-92	1992-93	1993-94	1994-95
K-12 Funding	$2,700,000	$3,177,976	$3,597,264	$3,420,938
School System Projects	139	139	139	139
Higher Education Funding	951,521	$1,118,176	$1,119,002	N/A
Higher Education Projects	32	45	43	43

OUR PROGRESS:
SCHOOL-BASED DECISION MAKING

22. Increase school-based decision making in public schools.

School Systems with School-Based Decision Making
(1994)

Number of school systems: 36

23. Increase the number of school/business/community partnerships.

Public School Partnership Programs With Businesses and Communities
(1990 - 1994)

	1990	1991	1992	1993	1994
School Systems with Organized Programs	75%	80%	85%	87%	88%
Governor's A+ Awards (Community Commitment to Excellence in Education)	27	38	49	52	61

OUR PROGRESS:
FUNDING

24. Adequate and sustained funding levels for preK-12 and higher education.

State Funding Levels for Public Education
(Operating and Capital; billion dollars)
(1992 - 1995)

	1991-92	1992-93	1993-94	1994-95
K-12 State Funding	$1.32	$1.55	$1.76	$1.88
Higher Education State Funding	$ .68	$ .85	$ .85	$ .89

25. Increase university research, including applied research, which contributes to economic growth.

Research Expenditures in Public Universities
(non-State-Appropriated; million dollars)
(1991 - 1994)

	1990-91	1991-92	1992-93	1993-94
Expenditures	$93.6	$100.4	$111.4	$117.8
Adjusted for inflation	$87.4	$ 87.3	$104.2	$ 93.5

26. Increase private gifts and grants to public colleges and universities.

Private Gifts, Grants and Contracts
To Public Higher Education Institutions
(1990 - 1993; million dollars)

	1989-90	1990-91	1991-92	1992-93
Actual Receipts	$62.9	$69.0	$72.4	$81.7
Adjusted for Inflation	$62.9	$69.0	$69.7	$76.4

APPENDICES

APPENDIX A:
TENNESSEE HIGH SCHOOL GRADUATION REQUIREMENTS

Core Curriculum:	**Units**
English Language Arts	4
Mathematics	3
Science	3
Social Studies	3
Wellness	1
Total	**14**

University Path:	
Foreign Language	2
Fine Arts	1
Electives	3
Total	**6**

Technical Path:	
Program of study focusing on a particular technical area	4
Electives	2
Total	**6**

APPENDIX B:
MINIMUM HIGH SCHOOL COURSE REQUIREMENTS:
REGULAR UNDERGRADUATE ADMISSION
TENNESSEE BOARD OF REGENTS AND UNIVERSITY OF TENNESSEE

Subject Area and Units:	High School Courses Fulfilling Requirements:	
English 4 units required	English I, II, III, IV Applied Communication substitutes for English III or IV	
Algebra I and II 2 units required	Algebra I, Algebra II Math for Technology II substitutes for Algebra I	
Advanced Mathematics 1 unit of geometry or an advanced course with geometry as a significant component required	Unified Geometry Trigonometry Advanced Math Survey Calculus	Analytical Geometry Probability & Statistics Advanced Algebra
Natural/Physical Sciences 2 units required: 1 must be a laboratory course in biology, chemistry, or physics	Biology I, II Chemistry I, II Physics Physiology Ecology & Conservation of Natural Resources	Principles of Technology General Science Physical Science General Science 1-A Geology
U. S. History 1 unit required	U. S. History	
Social Studies 1 unit required	World History Ancient History Modern History	World Geography European History
Foreign Language 2 units in same language	Latin French Spanish German	American Sign Language I Japanese Russian
Visual/Performing Arts 1 unit required	Theater Arts Visual Arts Music Theory Music History	Vocal Music Instrumental Music Art History General Music

APPENDIX C:
MASTER PLAN FOR TENNESSEE SCHOOLS: PREPARING FOR THE 21ST CENTURY
STATE BOARD OF EDUCATION

Mission: To ensure that Tennessee schools are among the best in the nation

Goals for the Nine Key Result Areas:

Early Childhood Education

Goal: All Children will begin school ready to learn.

Primary and Middle Grades Education

Goal: All children will learn to high standards.

High School Education

Goal: All children will learn to high standards and be prepared for postsecondary study.

Technology

Goal: State-of-the-art technology will be used to improve student learning.

Professional Development and Teacher Education

Goal: The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

Accountability and Assessment

Goal: Assessment will be used to improve student learning and demonstrate accountability.

School Leadership and School-Based Decision Making

Goal: Leaders of schools and school systems will be well prepared and responsible for improved performance of schools and school systems.

School Safety

Goal: All students and school personnel will have teaching and learning environments that are safe.

Funding

Goal: The Basic Education Program will be fully funded to ensure adequate and equitable support for Tennessee schools.

APPENDIX D:
PERFORMANCE GOALS AND STANDARDS FOR TENNESSEE SCHOOL SYSTEMS
STATE BOARD OF EDUCATION

Goals to be achieved by each school system by the year 2000:

Goal I - Academic Gain

An average gain in reading, language, mathematics, science and social studies at each grade in grades 3 through 8 that is equal to or greater than the average national gain as measured by scale scores (plus or minus two standard errors of measurement) on the TCAP norm referenced tests.

- *Value-added assessment shows Tennessee students' cumulative gains greater than the average national gains in reading and language, but below the average national gains in math, science and social studies.*

Goal II - Promotion

An overall average student promotion rate of at least 97% in grades K-8.

- *The statewide average promotion rate in 1993-94 was 96.1%.*

Goal III - Dropouts

A dropout rate of no more than 10% for grades 9 through 12.

- *The dropout rate in 1993-94 was 17.4%, the lowest in history.*

Goal IV - Attendance

An overall average attendance rate of a least 95% for students in grades K-6 and 93% for students in grades 7-12.

- *In 1993-94 the statewide average attendance rate for grades K-6 was 95.0%; for grades 7-12 it was 92.2%.*

APPENDIX E:
MASTER PLAN FOR HIGHER EDUCATION:
HIGHER EDUCATION SERVING TENNESSEE
TENNESSEE HIGHER EDUCATION COMMISSION

EXECUTIVE SUMMARY

Through strategic planning, Tennessee higher education is combining educational policy and planning with financial administration. This plan represents a blue print for Tennessee higher education as, together, we prepare for the year 2000.

As we enter the next century, our state's population will be only slightly larger but will be older. Most of the jobs available to our citizenry will require not only the best elementary and secondary education but also postsecondary training.

Recognizing the urgency that Tennessee can and should be a leader in educational and economic achievement, representatives of the two higher education governing boards and the state coordinating board met during the past year to project goals and objectives for Tennessee higher education.

Within this strategic plan, higher education proposes to serve Tennessee's student population; serve the schools of Tennessee; help Tennessee realize its economic potential; continue and expand quality initiatives; improve institutional efficiency; and use technology to serve Tennessee.

SERVING STUDENTS

In spite of abrupt increases in higher education enrollments during recent years, the educational needs of the state are far from being met. In terms of the percentage of persons age 25 or older who have completed 4 or more years of college, Tennessee with 12.6% is significantly below the national average of 16.2% and the SREB average of 14.5%.

Tennessee must become a leader in attracting jobs and serving its work force needs. It is predicted that the nation, and especially the south, will experience severe work force deficiencies during the next decade and into the next century. Tennessee can resist that trend by raising the educational and job skill levels of its work force and by ensuring that such improvement responds to the needs of both urban and rural areas.

The resources of higher education within the state - private and public colleges and universities - must be brought to bear on this issue. The fall 1990 public higher education enrollment in Tennessee was approximately 180,000 students. An increase of 70,000 students by the year 2000, would increase enrollment to 250,000 and move the state to a competitive level in the south and nation with respect to the needs of an educated work force.

SERVING SCHOOLS

In Tennessee we must view the relationship between K-12 and higher education as a mutually dependent continuum. Success at any one level of education depends on good performance at all levels. Higher education has a responsibility to serve and support K-12 as its partner in improving all of education.

HELPING TENNESSEE ECONOMICALLY

Tennessee's competitiveness can be improved and sustained only if it builds and maintains high quality educational programs and provides access to them for students from kindergarten through advanced graduate programs. Further, the sustained attractiveness and well being of the state will require that higher education contributes to high quality health care, implementation of new technologies, and continued cultural and social growth of the state.

IMPROVING QUALITY

To improve quality of universities and colleges, the plan recommends new Chairs of Excellence and professorships for outstanding teachers and improvements to faculty salaries.

IMPROVING EFFICIENCY

To meet the needs of the citizens of Tennessee, higher education institutions must operate in as effective and efficient a manner as possible. Great care must be taken to ensure that the maximum effect is achieved from any appropriation of new funding into the higher education system. Administrative cost savings should be reinvested into making the instructional programs more effective.

The coordinating and governing boards should ensure that strategic planning, outcomes assessment, program review, and executive accountability are effective and properly supported. Higher education should expand its emphasis on assessment of student learning and on evaluation of institutions fulfilling their missions as part of the strategic planning process. Personnel should be well compensated, appropriately supported, and all programs thoroughly evaluated.

USING TECHNOLOGY

Higher education should participate as a partner with the state in the planning and development of a state telecommunications system and should continue to upgrade the technological capabilities of all institutions to improve the delivery of services to the state.

The higher education community believes that the implementation of recommendations contained in the report, Higher Education Serving Tennessee, will assure that the quality of higher education will improve markedly, that Tennessee will be a leader among the other states, and that the citizens of Tennessee will be well served by their colleges and universities.

APPENDIX F:
TENNESSEE CHALLENGE 2000
TENNESSEE HIGHER EDUCATION COMMISSION

A. By the year 2000, Tennessee will be among the leading southern states in providing college education to its citizens.

- The combined undergraduate enrollment at Tennessee's public higher education institutions will be over 206,000 students.
- 50% of recent high school graduates will enroll in Tennessee's public higher education institutions.
- Graduate and professional school enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.
- Enrollment in area vocational/technical schools will reach 24,000 students per year.
- Enrollment of students over age 25 in public universities and colleges in Tennessee will increase to 50%.
- Tennessee's public universities will graduate at least 51% of their students within six years of enrollment.
- Tennessee's two-year institutions will graduate at least 25% of their students within six years of enrollment.
- 75% of students completing university parallel degree programs at Tennessee public community colleges will enroll in baccalaureate degree programs at state universities.
- The racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.
- Rates of persistence to graduation will be the same for blacks as for other racial groups.

B. By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

- The ACT COMP scores of graduates of Tennessee's public universities will average 188.5.
- Passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.

- 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.

- Rates of transfer from public community colleges to state universities in Tennessee will be the same for blacks as for other racial groups.

- A Superior Teaching Program will be fully funded and implemented across the state.

- Cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.

C. By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

- 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number 396 (22%) will be black.

- 95% of teacher education programs in Tennessee's public universities will pass the NTE or an equivalent examination on the first attempt.

D. By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

- Expenditures on research from restricted accounts at universities will reach $230 million.

- Expenditures on public service from restricted accounts at universities will reach $43 million.

E. By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

- Faculty salaries at Tennessee public higher education institutions will be above those of their peers in other states.

F. By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.

- Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.

- Annual private contributions to Tennessee public higher education will be $140 million.

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